



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

JEREMY M. HUGHES, Ph.D.
INTERIM SUPERINTENDENT
OF PUBLIC INSTRUCTION

June 27, 2005

MEMORANDUM

TO: State Board of Education

FROM: Jeremy M. Hughes, Ph.D. *A24*
Interim Superintendent

SUBJECT: Approval of Rochester College as a Teacher Preparation Institution with Probationary Approval

In February 2000, Rochester College (RC) entered into a collaborative agreement with Madonna University (MU) to prepare teachers based on MU's approved program. In May 2001, the State Board of Education (SBE) granted preliminary approval to RC, which permitted the institution to proceed in the development of a teacher preparation program. Under terms of the agreement with MU, the program offerings at RC were originally taught by MU faculty and candidates who completed course work at RC have been recommended for certification by MU because of its approved status. Since that time, the programs have gradually transferred from MU to RC with MU in a mentorship role to guide RC toward approval as an independent teacher preparation institution. The college has also worked with the Michigan Department of Education (MDE) staff to ensure that appropriate standards, rules, and guidelines are followed.

In June 2004, RC submitted to the MDE an application for probationary approval as a teacher preparation institution through a web posting at:

<http://rc.edu/mde>

In accordance with approved procedures, a Committee of Scholars (COS) was appointed by the SBE in September 2002 to review the RC application and to advise the Board regarding approval as a teacher preparation institution (see Attachment A).

The COS visited RC in April 2005 and prepared a report of findings including the standards and requirements to be re-addressed prior to recommending the institution for final approval as a teacher preparation institution. The standards and requirements to be re-addressed are summarized in Attachment B. The COS full report is available for review in the SBE office.

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RC has also requested approval of eight specialty-area teacher preparation programs as majors, minors, or additional endorsements at the elementary and secondary levels of certification. The programs have been reviewed by staff in the Office of Professional Preparation Services and by teams of content specialists. Six of these programs were found to meet the SBE criteria for program approval. Attachment C contains a listing of the recommended programs with information regarding certification codes, majors and minors, certification level, requirements for semester hours, and alignment with SBE-approved standards. Two other programs are waiting for completion of the review process.

Descriptions of the specialty programs are available on the Internet at:

http://rc.edu/mde/IV_Application_Documents_for_Specialty_Programs

with the exception of music education, which will be reviewed along with music programs from other institutions when they are submitted to demonstrate alignment with the new program standards approved by the SBE in October 2004.

It is recommended that the State Board of Education:

1. receive the report of the Committee of Scholars regarding the Rochester College professional education unit and proposed elementary and secondary teacher preparation programs;
2. grant probationary approval to the Rochester College professional education unit (initial level) for three years (2005-2008); and
3. approve the Rochester College initial/undergraduate-level English, Language Arts, Social Studies, History, Biology, and Integrated Science programs, as discussed in the Superintendent's memorandum dated June 27, 2005.

Michigan State Board of Education

**Committee of Scholars
Rochester College**

Dr. Alonzo Hannaford
Associate Dean (retired)
College of Education
Western Michigan University

Dr. Michelle Johnston
Dean
College of Education and Human Services
Ferris State University

Mr. Steven Manor
Teacher (retired)
Howell, Michigan

Dr. Mary Navarre
Professor of Education and Humanities
School of Education
Aquinas College

Dr. Leslie Wessman
Chair
Education Department
Hope College

Committee of Scholars
Report Summary

On the Application for Probationary Approval from

Rochester College

June 1, 2005

Introduction

Rochester College was established in 1959 by the Churches of Christ as an independent, liberal arts institution and is located in Rochester Hills, Michigan. The stated mission of Rochester College is to engage students in a vigorous liberal arts education within a Christian community for a life of study and service. Most students have a church affiliation. Approximately one-half are associated with the Churches of Christ.

Rochester College is located on 83 acres of woodlands and ponds bordered by the Clinton River. There are eight major buildings and five residence halls. The newest facility was opened in 2004 and houses the library, several classrooms, research labs, faculty offices, a performing arts center, and the College's central administrative offices. Planning is substantially underway for further expansion of the physical facilities of the college.

The college, initially accredited by North Central Association (NCA) in 1974 to offer associate's degrees, began offering baccalaureate degrees in 1980. Presently the college has 19 bachelor's degree options. There are just over 1,000 students enrolled at Rochester College. The student body is about evenly divided between traditional students and adult continuing education students who are enrolled in the College of Extended Learning program. Although Rochester College attracts students from across the nation and even internationally, a substantial portion come from the southeastern region of Michigan. A goal of Rochester College's strategic plan is to double its enrollment to 2000 students by 2010.

In 1995, as a result of growth in academic offerings and student enrollment demands, the college adopted a plan to add teacher preparation to its program offerings. With the agreement of the Michigan State Board of Education (SBE), a mentoring agreement was developed with Madonna University whereby Rochester College students would gain teacher certification through Madonna, while Madonna assisted and advised Rochester College in building capacity in the form of faculty, resources, structure, and function. Over the course of this nine-year agreement, program responsibility has gradually shifted from Madonna University to Rochester College.

In 2001, the SBE granted preliminary approval to Rochester College for the purpose of developing initial elementary and secondary teacher preparation programs, but still in cooperation with Madonna University. In 2004-05, the teacher education program numbered 107 candidates. In 2004, Rochester College submitted an application for probationary approval (the next step) for initial elementary and secondary programs. The Committee of Scholars (COS) reviewed this application and a site visit was conducted on April 10-12, 2005. Results of the COS review are detailed in this report and have resulted in a recommendation to the SBE that RC receive probationary approval as a teacher preparation institution. This will allow RC to operate independently from Madonna University and recommend their own candidates for certification while they continue to strengthen their program. According to the application, candidates seeking elementary certification will select

English, History, Integrated Science, Language Arts, Math, or Social Studies as their major and all will complete the Elementary planned program minor. Candidates seeking secondary certification will select English, History, Math, or Biology as their major. Secondary minors include English, History, Math, and Biology. These programs have been reviewed through the MDE process for specialty-program review and several are recommended for approval concurrently with the COS recommendation for probationary approval of the educational unit. Approval recommendations for those programs are included in the full COS report available in the SBE office.

Standards/Requirements to be Addressed Prior to Final Approval of Rochester College as a Michigan Teacher Preparation Institution

NOTE: *The following standards and indicators are **excerpts** from the full Report of the Committee of Scholars (COS). The fourth column specifies the concerns that need to be satisfactorily addressed prior to a recommendation for final approval. Standards **not** listed are considered "Met" by the COS.*

STANDARD I.A.3 The unit engages in regular and systematic evaluations to foster student achievement through the modification and improvement of the conceptual framework(s) and programs. **Standard met with weakness**

Indicators	Status	Comments	Activities/Goals for Final Approval
I.A.3 The unit engages in regular and systematic evaluations, including, but not limited to, information obtained through student assessment and collection of data from students, recent graduates, and other members of the professional community. The unit uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.	Met with Weakness	Data collection system is not yet operational, although there is an awareness of the "in process" nature of the system. For final approval the Committee needs to see data and the use of the data for program modification. Because the conceptual framework is not a static document and, as a living document, it is expected that for final approval there needs to be a summary of the actions from the point of probationary approval that document the evolution of the conceptual framework.	The unit needs to develop and implement a plan for the use of assessment data for review and modification and improvement of the conceptual framework and the programs. This plan for collecting and analyzing process and outcome evaluation data should demonstrate the use of data to improve student achievement and performance vis-à-vis the conceptual framework.

STANDARD I.D.2 Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding and use of: **Standard met with weakness**

Indicators	Status	Comments	Activities/Goals for Final Approval
I.D.2.a Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students;	Met with weakness		The research base and best practices need to be better documented as Rochester College continues to refine its sequence of courses. For final approval, it is expected that an expanded research base will be in place.

STANDARD I.I Professional Community. The unit collaborates with higher education faculty, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of school personnel, and to improve the quality of education in schools.
Standard met with weakness

Indicators	Status	Comments	Activities/Goals for Final Approval
I.I.1 Higher education faculty who teach the general, content, professional, and pedagogical studies regularly collaborate in program planning and evaluation of all facets of the curriculum.	Met with weakness	There is an advisory council.	The unit needs a plan for sustained collaboration and evaluation of all facets of the curriculum.

STANDARD I.I.2 The unit develops agreements with schools and cooperating professionals to ensure that:
Standard met with weakness

Indicators	Status	Comments	Activities/Goals for Final Approval
I.I.2.a Student teaching, internships, and other field experiences are collaboratively designed and implemented; and	Met with weakness	<p>The COS recognizes and applauds the healthy communication between the Directors of Student Teaching and Field Placement.</p> <p>There needs to be ongoing planning for accommodation of an increasing number of students.</p>	<p>The COS understands that the Directors of Student Teaching and Field Placement are planning to provide professional development training for mentor teachers. The COS encourages that this be done.</p> <p>The content area faculty members are encouraged to participate in the supervision and support of student teachers in their content area.</p> <p>There needs to be a consolidation of the various procedural manuals.</p>
I.I.3 Collaborative relationships, programs, and projects are developed with P-12 schools, their faculties, and appropriate others to develop and refine knowledge bases, to conduct research, and to improve the quality of education.	Met with weakness		<p>The COS expects to see some additional documentation of advancement in this area prior to final approval.</p>

STANDARD II.B Composition of Candidates (Initial & Advanced). The unit recruits, admits, and retains a diverse student body. **Standard met with weakness**

Indicators	Status	Comments	Activities/Goals for Final Approval
II.B.1 The unit has and implements an explicit plan with adequate resources to recruit, admit, and retain a diverse student body.	Met with weakness		No explicit diversity plan for the education unit is present. This must be remedied before the final approval. Appropriate resources for the plan must be available.
II.B.2 The unit's efforts and success in meeting goals for recruiting candidates from culturally diverse backgrounds are evaluated annually, and appropriate steps are taken to strengthen its plan for the future.	Met with weakness		Prior to final approval, the unit needs to undertake and document annual evaluation of the appropriateness of steps to strengthen the recruitment plan.
II.B.3 The student body is culturally diverse.	Met with weakness	There is diversity within the student body. Diversity needs to be expanded within the unit.	The unit needs a plan for promoting and expanding the cultural diversity of the student body.

STANDARD II.C Monitoring and Advising the Progress of Candidates. The unit systematically monitors and assesses the progress of candidates and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. **Standard met with weakness**

Indicators	Status	Comments	Activities/Goals for Final Approval
II.C.1 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and timelines.	Met with weakness		See Standard I.A.3
II.C.3 Assessment data are systematically used to assist candidates who are not making satisfactory progress.	Not met		The unit needs a plan for utilizing the data to assist candidates who are not making satisfactory progress.
II.C.4 The ability of the candidates to create meaningful learning experiences that are based on their general, content, professional, and pedagogical knowledge is assessed.	Partially met	The unit has assessment courses.	The COS would like to see the evidence for this standard, which aligns learning experiences, knowledge, and assessment.

Indicators	Status	Comments	Activities/Goals for Final Approval
II.C.6 Through publications and faculty advising, the candidates are provided with clear information about policies and requirements.	Partially met	Kudos for the revised student handbooks.	The unit needs to review its advisor/advisee ratio and develop a plan for equitable advising.

STANDARD III.A.1 Professional education faculty have completed formal advanced study and have demonstrated competence through scholarly activities in each field of specialization that they teach.
Standard not met

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.1.a Higher education faculty have an earned doctorate (or its equivalent) or have exceptional expertise in their field to qualify them for their assignments.	Not met	<p>Rochester College is commended for its policy on providing released-time and tuition support for faculty members pursuing their terminal degrees.</p> <p>Two of the three current faculty members are working on their doctorate degrees. A third faculty member developed exceptional expertise from previous employment that has prepared him for the position he now holds.</p>	Prior to the final approval, the unit needs to have shown progress toward meeting this standard. The unit needs to present a plan to expand its diversity in the faculty.

STANDARD III.A.2 Higher education faculty exhibit intellectual vitality in their sensitivity to critical issues (e.g., how content studies and pedagogical studies can be more effectively integrated and the ethics of equity and diversity in U.S. culture) and in their efforts to address the issues and become proactive in addressing them. **Standard not met**

Indicators	Status	Comments	Activities/Goals for Final Approval
III.A.2.a The teaching, scholarship, and service of faculty demonstrate that they are teacher scholars.	Not met	It appears as if the unit faculty members are at the beginning stages of becoming teacher scholars.	Prior to final approval, the unit needs to document its continued work in this area and to begin to better define the specific role of scholarship in the Education program at Rochester College.
III.A.3 Higher education faculty are actively involved with the professional world of practice in P-12 schools, and are engaged in dialogue about the design and delivery of instructional programs.	Met with weakness	A faculty member wrote teaching manuals.	The unit needs to develop a plan for enriching its mathematics instruction to include manipulative materials and undergirding concepts that relate to best practice and research about teaching mathematics.

STANDARD III.B Composition of Faculty. The unit recruits, hires, and retains a diverse higher education faculty. **Standard not met**

Indicators	Status	Comments	Activities/Goals for Final Approval
III.B.1 The unit has and implements an explicit plan with adequate resources to ensure hiring and retaining of a diverse faculty.	Not met		Prior to final approval, the unit must develop and explicate a plan with resources to facilitate hiring and retaining diverse faculty.
III.B.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually, and appropriate steps are taken to strengthen plans for the future.	Not met		The unit needs to identify recruiting goals.
III.B.3 The faculty is culturally diverse.	Not met		Within the constraints of Rochester College hiring policies, the unit has to plan for hiring a culturally diverse, well-qualified faculty.

STANDARD IV.A.3 The unit is of sufficient size to assure the consistent delivery and quality of each program offered.
Standard met with weakness

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.A.3.a There are sufficient numbers of school faculty and full-time higher education faculty to support each program offered for the preparation of school personnel.	Met with weakness	Currently, there are only three faculty members who are assigned to the education unit. Rochester College is committed to hire additional faculty.	Prepare and implement a plan to hire new faculty with terminal degrees and appropriate experiences.
IV.A.3.b The use of part-time higher education faculty and graduate students who teach is designed to ensure integrity, quality, and continuity of the programs' conceptual framework(s).	Met with weakness	The part-time faculty appear to be knowledgeable and feel that they are an integral part of the unit.	The unit needs to plan for communicating syllabi and expectations to the adjuncts.
IV.A.3.c There are sufficient numbers of administrative, clerical, and technical staff to support the programs offered.	Met with weakness	As the program grows, there will be a need for additional support.	Develop a plan to respond to growth.
IV.A.5 A long-range planning process has been developed and is regularly monitored to ensure the ongoing vitality of the unit and its programs, as well as the future capacity of its physical facilities.	Met with weakness		Prior to final approval, the unit needs to implement the monitoring process for long-range planning.

STANDARD IV.B Resources for Teaching and Scholarship. The unit has adequate resources to support teaching and scholarship by faculty and candidates. **Standard met with weakness**

Indicators	Status	Comments	Activities/Goals for Final Approval
IV.B.4 Library resources provide adequate scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.	Met with weakness	The curriculum library is limited.	Prior to final approval, the curriculum library and pedagogical resources of the library need to be expanded. The COS will be looking for current resources that promote scholarship.

Michigan Specific Standards/Rules/Guidelines

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I.E State Board of Education guidelines, policies and programs, and recent legislative requirements (such as the following items listed) are studied as part of the preparation program.

Requirements	Status	Comments	Activities/Goals for Probationary Approval
I.E.6 Michigan Curriculum Framework;	Not met	<p>Students are introduced to the Michigan Curriculum Framework (MCF) in EDU 3213 Educational Psychology.</p> <p>RC used the standards to develop a unit plan in EDU 3223 Classroom Teaching Strategies.</p> <p>In the Assessment Strategies courses, students use the content standards and benchmarks to develop a unit of study in their major subject areas.</p> <p>Student teachers must use the framework to plan daily lessons.</p>	<p>An explicit requirement is needed to use the MCF in the syllabus for EDU 3223. In the syllabus of spring 2005, a unit plan is assigned without mention of the MCF. This needs immediate attention.</p> <p>The MCF needs to be explicitly mentioned in all courses addressing methods and assessment strategies. These various syllabi were not available to the COS for review.</p>

Requirements	Status	Comments	Activities/Goals for Probationary Approval
I.E.8 Procedures for certificate denial, suspension, revocation, and reinstatement (<i>Administrative Rules Governing the Certification of Teachers</i> , Part 10);	Syllabus and Handouts for: EDU 4721/4821 Directed Teaching Seminar	Students in EDU 4721/4821 Directed Teaching Seminar become familiar with <i>The Revised School Code</i> regarding the improper use of teaching certificates.	The criteria in I.E.8 need to be explicitly addressed in EDU 4721/4821.
I.E.9 Public Act 25 (School Improvement);	Syllabus and Handouts for: EDU 4721/4821 Directed Teaching Seminar	Students in EDU 4721/4821 Directed Teaching Seminar become familiar with <i>The Revised School Code</i> and the State's school improvement plan.	Needs to be explicitly addressed in syllabi for EDU 4721/4821.

Summary Information Regarding Specialty Programs to be Offered to Teacher Candidates at Rochester College

Code	Specialty Program	Standards Met	Program Options and Semester Hours (SH)	Comments
BX	Language Arts	SBE 7-2000	<ul style="list-style-type: none"> • Elementary Major, 36 SH 	Reviewed and recommended for approval October 31, 2003
BA	English	SBE 4-2000	<ul style="list-style-type: none"> • Elementary Major, 43 SH • Secondary Major, 43 SH • Secondary Minor, 24 SH 	Reviewed and recommended for approval October 31, 2003
RX	Social Studies	SBE 4-1999	<ul style="list-style-type: none"> • Elementary Major, 39 SH • Elementary Additional Endorsement, 30 SH 	Reviewed and recommended for approval April 7, 2005
CC	History	SBE 12-2001	<ul style="list-style-type: none"> • Elementary Major, 42 SH • Secondary Major, 42 SH • Secondary Minor, 27 SH • Secondary Additional Endorsement, 27 SH 	Reviewed and recommended for approval April 7, 2005
DI	Integrated Science	SBE 8-2002	<ul style="list-style-type: none"> • Elementary Major, 44 SH 	Reviewed and recommended for approval October 17, 2003
DA	Biology	SBE 8-2002	<ul style="list-style-type: none"> • Secondary Major, 39 SH • Secondary Minor, 22 SH • Secondary Additional Endorsement, 22 SH 	Reviewed and recommended for approval May 27, 2005
EX	Mathematics	SBE 4-2000	<ul style="list-style-type: none"> • Elementary Major, 36 SH • Elementary Additional Endorsement, 24 SH • Secondary Major, 37 SH • Secondary Minor, 24 SH • Secondary Additional Endorsement, 24 SH 	Waiting for MDE review
JQ	Music Education	SBE 5-2004	Comprehensive Secondary Group Major	Program is in development in compliance with new SBE standards approved in November 2004.